WORKBOOK
TO
ENGLISH READER

Class IX

STEPS TO ENGLISH—4

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FOREWORD

The Workbook is an integral item of the language package comprising a textbook and a supplementary reader. The different types of instructional materials aim at making the teaching and learning of English an interesting and exciting experience.

The National Council of Educational Research and Training, in collaboration with the Central Institute of English and Foreign Languages, Hyderabad, has prepared these materials. I am particularly grateful to Prof. Ramesh Mohan, Director, CIEFL, Hyderabad, and Prof. M. L. Tickoo and his colleagues in the Department of Materials Production, CIEFL, for giving us their fullest help and cooperation. My thanks are also due to Kumari S. K Ram and her colleagues in the Department of Education in Social Sciences and Humanities and to Shri Harish Pant, English Studies Officer of the British Council, Delhi, for collaborating on this project.

It is hoped that the book would meet the academic needs of students learning English in Class IX. We will sincerely welcome comments and suggestions of teachers and students in the light of which we would like to improve the next edition of the book.

SHIB K. MITRA
Director
National Council of Educational
Research and Training

New Delhi
January, 1981

INTRODUCTION

STEPS TO ENGLISH Series, Book IV, is designed for the fourth year of English. The Workbook is an integral item of the comprehensive kit for teaching English, which comprises a textbook and a supplementary reader. After every lesson of the textbook the corresponding exercises of the workbook may be done. These three books aim at making the teaching and learning of English a stimulating experience by presenting a kaleidoscope of real-life situations.

The National Council of Educational Research and Training, in collaboration with the Central Institute of English and Foreign Languages, Hyderabad, has developed materials for the first five years of English. The draft of each book is carefully examined by practising teachers, both urban and rural, and by ELT experts. We are grateful to them for their valuable assistance.

We shall sincerely welcome the comments and suggestions of teachers and students in the light of which we would like to improve the next edition of the book.

AUTHORS

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WORKSHEET 1

Usage

1. Look at the following sentences .

Aunt Polly says : 'I don't like to hit him, but *I have to* . I *have to* punish him for stealing the jam.'

We find that Aunt Polly does not really like to punish Tom. Why does she want to punish him then ? Because it is *necessary*. If she does not punish him, he will grow up 'lazy and wicked'.

We often do certain things because they are necessary *Have to* (or *has to*) is used to express *necessity* and *obligation*

For example :

(a) Salil *has to* finish reading the novel today. (The library needs it tomorrow.)

(b) Anjum and Archana *have to* reach the bus stop by 9 a m (Their school bus leaves at that time)

2 Pannalal, Hiralal and Kishenlal have just taken a room in a hotel. They are in town to attend a meeting Now read this conversation :

Pannalal · I haven't even unpacked yet I have to change my shirt.

Hiralal · I'd like to have a bath first. I'm hot and tired.

Kishenlal · I have to cash a cheque and get my hair cut.

Hiralal : We must get something to eat. I'm hungry

Pannalal : We'd better decide what we *have to* do today and the things we'd *like* to do tomorrow.

Hiralal : I guess you're right

Now help the three men to get ready for the meeting Say what they have to do.

Put the following items in order and use them in the sentences that follow :

change his shirt
cash a cheque
unpack
have a bath
get his hair cut
get something to eat

(a) Pannalal has to _____

(b) He has to _____

(c) Hiralal has to _____ .

(d) Kishenlal _____ .

(e) He has also _____

(f) They have to _____ .

3. To express necessity or obligation in the past, we use *had to.*

For example:

(a) There were no buses in this town when my father was young. So every day he *had to* walk three miles to school. (It was necessary for him to walk three miles.)

(b) It was raining here yesterday evening So we *had to* wait at the theatre for an hour. (It was necessary for us to wait for an hour.)

A. *Now do the following exercise Use* **had to** *in the blanks Also use the right form of the verbs which are italicised.*

Rama, Lydia and Meena are on a mountain-climbing expedition. They are now nearly at the top of the mountain. They have stopped for a rest and are preparing something to eat

Lydia : Oh, it's cold now, I'm glad we *brought* all those sweaters.

Rama . I told you we _____ plenty of sweaters.

Meena : You were right, Rama. And I'm starving. It's lovely to *have* so much food

Rama : Didn't I tell you we_____plenty of food ?

Lydia : Could you pour out a cup of coffee for me, Meena ? I feel like having some hot coffee It's good we *bought* a flask at the shop down there

Rama : I told you we_____a flask.

B. Sunday morning Sonu wanted to visit his grandmother, but he didn't. He wanted to meet his friends, but he didn't Sunday afternoon he wanted to go to the movies, but he didn't He *had to* stay at home and help his father

Complete the following paragraph using **had to** *and the hints given in brackets :*

Sonu *had to stay back and help his father.* First, he_____ _____ Next, he_____ _____. Then,_____ _____ After this he_____. At the end of the day he felt so tired that he_____ _____.

(sleep; mend the stove; clean the house; water the plants; wash the bicycle)

Vocabulary

4 *Fill in the blanks in the following sentences choosing the correct phrases from those given in brackets below. Make necessary changes in the phrases. Note that there are two extra phrases. The first blank has been filled in for you.*

(a) When I heard a noise from behind, I *turned around* to see what it was.

(b) Good boys_____ bad company.

(c) People in the cinema house_____when fire broke out inside

(d) Negi_____ the well to save the little boy from drowning

(e) Balu _____ his studies without minding the noise that came from outside

(f) Mira cannot_____the wall as it is too high.

(g) A brave soldier will not_____danger, but will face it

(h) After the games I went to the classroom to_____ my bag

(i) To write good English you must_____correct spelling

(j) As he was in need he_____all the money he had put in the bank.

(run away from; keep away from, jump into; climb over; turn about; go on with, turn around, pay attention to; take out; rush after; rush out, pick up)

5 *Fill in the blanks in the following sentences choosing the correct phrase. Use the phrase in the correct tense*

to look after; to look behind; to look up, to look for; to look at

(a) To know the correct spelling of a word you should_____ a dictionary.

(b) The policemen have been_____the thief for quite some time but have not been able to catch him so far.

(c) In the absence of the mother the nurse has been_____ the child.

(d) Do not_____ the sun directly when there is a solar eclipse, it may harm your eyes.

(e) When you are running a race, do not_____ as you will lose your speed.

6 *Look at the following words :*

angrily thoughtfully unwillingly quietly heartily heavily

The words given above are all adverbs They describe 'how' an action took place Such adverbs are normally placed after a verb in a sentence.

Fill in the blanks in the following with the adverbs listed above.

Example -

Mathew does his work *quietly* without making a fuss.

(a) Deepak went to school_____ as he had not done his homework

(b) Everyone cheered Viswanath_____ when he scored a century.

(c) The teacher spoke_____ to Jyoti after she had failed.

(d) The poet sat by the stream looking_____ at the water rushing by.

(e) Do not lean_____ on the fence ; it will break

Spelling and Pronunciation

7 (a) Say the word 'enough' aloud. The letters *ou* in the word are pronounced the same way as the letter *u* in a word like 'cup'.

(b) Say the word 'thought' aloud. The letters *ou* in the word are pronounced the same way as the letter *a* in a word like 'ball'.

(c) Say the word 'shout' aloud The letters *ou* in the word are pronounced the same way as *ow* in a word like 'how'.

Now arrange the following words in the right groups according to the pronunciation of **ou** *in them :*

mouth	four	sought	young	country
double	outside	trouble	sound	courage
bought	loud	about	fought	plough

Group I	*Group II*	*Group III*
enough	thought	shout

Comprehension

8 *Read the following passage carefully and then answer the questions given below. Write the answers in your notebook*

The white tiger is the rarest wild animal not only in India but perhaps in the world In fact, all the white tigers found

in India and abroad are the descendants of a nine-month-old white cub that was captured in 1951 in the forests of Rewa in Madhya Pradesh At present there are about 38 white tigers out of which 24 are in India

The white tiger is a magnificent animal It has a snow-white coat with brown or ash coloured stripes, and is larger than a normal tiger

About 70 years ago, light-coloured tigers were reported in the forests of Assam, Bengal and Bihar, but they were not true white tigers The forests of Rewa are the only region where real white tigers have been found. Altogether nine white cubs have been captured in the last 100 years—the last being the one captured in 1951 Since then no other white cub or tiger has been seen.

The first white cub to go abroad was Mohini She was sent in 1960 to the National Zoological Park in Washington 'for the children of the United States' Then Champa and Chameli went to Bristol Zoo in England in 1962. At present, there are 14 white tigers in foreign countries as India's unique gift to their people

(a) Which is the most uncommon wild animal in the world ? Which word in the first paragraph has the same meaning as 'most uncommon'?

(b) We say that Akbar was a descendant of Babur. Whose descendants are the white tigers ? Where and when was the white tiger cub caught ? What is the word in the first paragraph for 'caught' ?

(c) Why is the white tiger considered a wonderful animal ? Can you give another word for 'wonderful'? (Look at the second paragraph.) Can you name another animal which has stripes on its body ?

(d) Name some parts of our country where white tigers are found

(e) Who was Mohini ? Where was she sent and for whom ? Name the two white tigresses who were sent to England

(f) Is it usual for a country to send gifts to people of other countries ? What kind of gifts do you think

are usually exchanged between countries ?

(g) A white tiger is the kind of gift that only India could send. What kind of gift would you call it ? (Look at the last paragraph.) Now complete this sentence · The forests of Rewa are *unique* because_____

Composition

9 *Answer the following questions in one or two full sentences The questions are from 'This is Tom Sawyer'.*

(a) Why was Tom punished ?
(b) What did he have to do ?
(c) Did he want to do it ?
(d) How much work did Tom do before he got a visitor ?
(e) Who was he ?
(f) What agreement was made between Tom and his visitor, Ben Rogers ?
(g) How was the rest of the work finished ?
(h) Was Tom 'punished' after all ?

Now rewrite the answers to the questions in a paragraph. Remember that in a paragraph the sentences are connected by using words like **so, when, because,** *etc , wherever necessary.*

For example, the first two sentences would read something like this .

Tom was punished because he stole jam, so he was made to whitewash the fence... . . . .*(Now, continue.)*

10 *Rewrite the following sentences in the correct order, so that they form a good paragraph :*

(a) Of these, I prefer travelling by air.
(b) They are, transport by sea, by air and by land
(c) But, once the plane is in the air, there is very little to do but read and sleep.
(d) There are three types of transport.
(e) This is because air travel is so quick that I don't have to worry about wasting precious time.
(f) For outside there is very little to see—the scenery is usually the same—the clouds and the sky

WORKSHEET 22

Usage

1. Look at the following sentences

   (a) *When Polyphemus was fast asleep* Ulysses thrust a log of wood into the giant's eye

   (b) *As soon as they went into the cave* Polyphemus placed a huge stone against the mouth of the cave

   (c) *While the other Greeks watched* Polyphemus ate up the two poor men

   (d) Ulysses and his friends wandered about *until one day they reached the cave of Polyphemus*

   (e) *After he had sailed many days* Ulysses came to the country of the Cyclops

   (f) Ulysses and his friends escaped *before Polyphemus could catch them*

   (g) Ulysses had known his companions *since he was a boy*

   (h) *As the burning log entered his eye* the giant began to scream with pain

The parts italicised in the sentences above are all Adverbial Clauses, expressing *time*—either a point of time or a period of time. The conjunctions introducing these clauses are *when, as soon as, while, until/till, after, before, since* and *as*. Adverbial clauses of time can often be put either at the beginning of a sentence or at the end.

You must have noticed that each of the above sentences is really made up of two clauses, one of which has been changed into a subordinate clause while joining the sentences.

Example :

(a) Polyphemus ate up the two poor men
The other Greeks watched them
While the other Greeks watched, Polyphemus ate up the two poor men

(ii) *He had [illegible] to the [illegible] of the [illegible] and [illegible] He had sailed [illegible] days. He came to the [illegible] of the [illegible]*

Combine each of the following pairs of sentences into one sentence. Use one of the words or phrases in the rectangle, and make the right connective, and a phrase from the following:

when, in, while, before, after, as long as, till, since, as soon as, whenever

(i) *The wheat was ripe.* The farmer harvested it.

_____

(ii) He checked the pedals. *Then he checked the brakes.*

_____

(iii) He checked the brakes. *He checked the pedals first.*

_____

(iv) *The P.T. teacher blew the whistle.* Immediately, the boys rushed to their positions on the field.

_____

(v) *His wife died.* It is now five years after that.

_____

(vi) *The President entered.* At the same time the band played the National Anthem.

_____

(vii) *Sani had the money for a time.* Sani spent extravagantly during that time.

_____

(viii) *The funeral songs came over the radio several times.* Each time he remembered his days in school.

_____

(ix) *I will finish this letter* [illegible]

(x) *The chief guest was expected* [illegible] people [illegible] the audience [illegible]

Vocabulary

2 *Replace the underlined words in the following sentences with words of similar meaning chosen from those listed below. Make changes in the words where necessary. Write the words in the brackets provided.*

(famous, uncommon, well known, round, push, courageous, amazing, miserable).

Example

The story of Ulysses is a *famous* legend (well-known)

(a) Ulysses was a *brave* warrior ( )
(b) The Cyclops were *huge* giants ( )
(c) Ulysses and his friends *wandered* about in this country ( )
(d) They were *very unhappy* ( )
(e) Polyphemus laughed when he heard the *funny* name ( )
(f) Ulysses *thrust* a log of wood into the giant's eye ( )
(g) The giant woke up and *shouted* in pain ( )

3 *Fill in the blanks in the following paragraph with the words given below.*

legend, generation, homeland, prisoner, companion

Joseph belonged to a _____ of God fearing people. It was God's will that he should leave his _____ and go to the land of Egypt. There he soon became a favourite of the king. However, his enemies spread lies about him. The king believed the false stories and made him _____. But the officer in the jail liked his good behaviour and became his good _____. The king also realised

[illegible]

4. *Look at the following words.*

[illegible]

Prefixes and suffixes are added to a word to make another word. Some prefixes and suffixes change the meaning of the word. Other prefixes and suffixes change the word from one part of speech to another.

-ary (pad, package)
-ard (forward, towards)
-ment (arrange, arrangement)
-ion (rotate, rotation)
-ule (schedule, schedules)
-ing (wear, wearing)
-ness (happy, happiness)

You make nouns from the words in the first column, and write them down in the second column.

collect	
appoint	
realise	
[illegible]	
just	
[illegible]	
direct	
develop	
[illegible]	
owner	
[illegible]	
[illegible]	
[illegible]	
build	
[illegible]	

Comprehension

1. *Read the following story.*

A relative came to see Nasrudin from the country, and brought a duck. Nasrudin was pleased with the duck, and thanked the relative and thanked him again.

Presently another visitor arrived. He said, 'I am a friend of the man who gave you the duck.' Nasrudin felt more pleased with the duck.

The expected visitor came. 'Soon Nasrudin' came because he was a friend of the friend of the relative who gave Nasrudin the duck.

Finally Nasrudin was very irritated. One day there was a knock at the door and a stranger appeared. 'I am the friend of the friend of the friend of the man who brought you the duck from the country,' he said.

'Come in,' said Nasrudin.

They seated themselves at the table and Nasrudin asked his wife to bring the soup.

When the guest tasted it, it seemed to be nothing more than warm water. 'What sort of soup is this?' he asked Nasrudin.

'That,' said Nasrudin, 'is the soup of the soup of the soup of the duck.'

Answer the following questions in a sentence or two. Do not forget you may write the answers in your notebook.

(a) Why do you think the relative brought a duck for Nasrudin? Where did he come from? Where do you think Nasrudin lived? Did he thank his relative for the duck?

(b) Who was the second visitor? Was he a friend of the man? Why do you think Nasrudin felt happy also?

(c) What does 'this' in paragraph 3 refer to? Why did Nasrudin's home now seem like a restaurant? Who visited the 'restaurant'?

(d) Do you think Nasrudin liked what was happening? What do you think made him unhappy? Who was the last man to see him? Did Nasrudin become angry? Why did he do this if he was angry?

[illegible]

[illegible]

Read the story. Then, in your notebook, write down the numbers and answer the questions.

(a) Where was [illegible]?
(b) What did the Greeks do to [illegible]?
(c) Where did they [illegible]?
(d) Why did they [illegible]?
(e) What was the [illegible] to do?
(f) Who was the leader?

Now write a paragraph using all the information you found. Link them by using words like because, since, so, so that, so that they are [illegible].

2 Now answer the questions in full sentences.

(a) What did Polyphemus put across the mouth of the cave? (Give two reasons.)
(b) How many sheep did he kill every night?
(c) Why did Polyphemus decide to kill Ulysses the last of all?
(d) How did Ulysses make Polyphemus drunk?
(e) What happened next morning?

Use the answers to the above questions to form a paragraph. Use sentence linkers wherever necessary.

[illegible]

Usage

1. The simple construction with a transitive verb in a sentence is SVO

Example

Subject	*Verb*	*Object*
The whale's blubber	yields	oil

In such sentences, when the subject performs the action, the verb is said to be in the *active voice*

When the subject suffers the action, the verb is said to be in the *passive voice*

Subject	*Verb*	*Doer or Agent* (not always expressed)
Oil	is refined	(by machines)

The Passive is used

(a) to draw attention to the person or thing that suffers the action

e.g. The whale is *hunted* by armed whalers

(b) when the agent or the doer of the action is unimportant or is unknown

e.g. Crops *are made* from vegetable and animal oil

The use of the passive is common in scientific writing, which we are mainly concerned with what happens to things rather than with what people do to it

When the whale's blubber is *stripped* and is *boiled* in great quantity, oil is *produced* (Here the important things are the stripping and boiling and not the people who do these things)

(c) when the speaker or the writer wishes for various reasons not to name the doer of the action

Example

A mistake *was made* in preparing the report

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(a) *[illegible]*

[illegible]

(b) *[illegible]*

[illegible]

(c) Where was he educated?

[illegible]

(d) [illegible]

[illegible]

(e) What [illegible]?

[illegible]

(f) When was he recruited to the army?

_____

(g) What were the two commissions he was given?

The two commissions he _____

(h) When was he given these commissions?

_____

(i) At which Olympics was he asked to captain India?

_____

(j) Was he awarded national honours?

Yes, he _____

3 *Complete the following newspaper report using the passive forms of the verbs given in brackets:*

Tuesday, 26 January

Yesterday was a busy day for the police as well as for the Fire Brigade.

At noon a daring attempt _____ (make) to rob the Syndicate Bank on Abid Road. Luckily, it _____ (foil) by the bank employees and the timely arrival of the police. Three men _____ (arrest) on the spot while two others escaped.

In the evening it rained so heavily in the city that several roads _____ (flood). A few old houses in Domalguda collapsed. The Fire Brigade _____ (call) to rescue the occupants trapped in these houses. Fortunately, all of them _____ (rescue).

4 *The headmaster of a school made the following speech on School Day. Rewrite the speech replacing the verbs italicised with their passive forms:*

We *expect* pupils to take an entrance examination before entering the school so that we *can place* them in the right class. At the age of 15 we *enter* them for the public examinations in the normal way but we also *encourage* them

[illegible]

[illegible]

Vocabulary

5. Add one letter to front of each word under Column A so that the new word (in Column B) matches with its meaning in Column C. The first one has been done for you.

A	B	C
ONE	NONE ([illegible])	(a) a stone
HALF	( )	(b) be on h[illegible]
URN	( )	(c) not any
LANCE	( )	(d) thick covering of fat
HEFT	( )	(e) the largest sta[illegible] [illegible]mmed
ART	( )	(f) that which show[illegible] something is tru[illegible]

[illegible]

Comprehension

1. Read the following passage carefully and then answer the questions given below:

The Gonds are a colourful tribe of [illegible] India. They [illegible] [illegible] Madhya Pradesh [illegible] [illegible] and [illegible]

The [illegible] Gonds are tall [illegible] the [illegible] Gonds, [illegible] plains of [illegible] practise cultivation and [illegible] and hunt animals. During the [illegible] search for [illegible], and [illegible] [illegible] they are very fond. The Gonds make a drink which is prepared from the *Mahua* flowers.

The Gonds [illegible] very little clothing but are extremely fond of ornaments [illegible] which they [illegible] beads, [illegible] Young girls wear small combs, made of [illegible] wood, in their hair. These are gifted to them by boys. But when a girl chooses [illegible] she wants to marry, she returns all the combs except the one gifted by her future husband.

The Gonds are very fond of dancing and singing. Their

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

3. *Say whether the following statements are true or false.*
(Put T or F in the brackets provided.)

(a) [illegible] ( )

(b) [illegible] ( )

(c) The [illegible] ( )

(d) [illegible] ( )

(e) [illegible] ( )

(f) [illegible] ( )

(g) [illegible] ( )

(h) When a [illegible] ( )

(i) The [illegible] ( )

(j) The [illegible] ( )

Comprehension

4. *Write in between one and two paragraphs on each story. You have to use your own words to prove (1).*

(a) [illegible] ( )

(b) [illegible] ( )

(c) He decide to ride his bicycle

(d) He happily [illegible] ( )

(e) [illegible] ( )

(f) What do you think happened? (Compare this point. Perhaps you can have a discussion in class with your teacher.)

[illegible]

Name

1. If you visit your parents, you must have to observe certain rules.

(a) You have to remove your shoes.
(b) You have to wash your feet.
(c) You have to be a vegetarian at the entrance.
(d) You have to wear the special lipstick.
(e) You have to put on your eyeglasses.
(f) You have to wear your hat.

Identify the rules, as in the previous text.

Example

(0) [illegible] have to be dressed.

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

2. *Here is an incomplete note from the Lucknow Tourist Office in India. Use the previous text of the rich, given in brackets to complete it. The first blank has been filled for you.*

Bathing will start at 5 a.m. and continue till 8 p.m. without a break. If there is a queue at any point, about 40 people will be permitted to enter to cast their ballot every later. However nobody _____ (allow) to join the queue after 5 p.m.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible] the following passage, using the passive form of the verb underlined. Do not [illegible] only if it is necessary.

A factory bus ran over Yesterday, a [illegible] yesterday. She was riding a bicycle [illegible] the road when the bus hit her. The police later pulled out the wounded bicycle from below the bus. Soon, people rushed her to the Prince of Hospital where the doctors performed an emergency operation. Unfortunately, she died after two hours. The police immediately arrested the driver. They reported that the bus driver was at fault.

Page

Yesterday, Vanessa, a seven-year old girl, was run over by a factory bus. [illegible]

4. Here is a recipe for omelette. Fill in the blanks using the passive voice. Remember the recipe using the verbs in brackets, which are in order.

(a) Two eggs are taken
(b) They are beaten in a bowl
(c) A pinch of salt and pepper is added. Some green chillies are added. Half a tablespoonful of milk is added
(d) A little butter is put into a small pan. It is heated and the eggs are poured into the pan
(e) The omelette is left to cook about two minutes over high heat
(f) When the eggs are set, a knife is slipped under the omelette and it is folded away from the handle
(g) It is served immediately. The omelettes must be eaten as soon as they are cooked

Begin

(a) Take two eggs

(b) _____

(c) _____

(d) _____

(e) _____

(f) _____

(g) _____

Vocabulary

1. A. In Column 2 below are some words from the list of the main adjectival forms of these adverbs in Column 1

[illegible]

[illegible]	[illegible]
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	
[illegible]	

[illegible]

[illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

(e) [illegible]

(f) [illegible]

[illegible]

[illegible]	(a)	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]		
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

8. *Fill in the blanks in the following sentences with the words in Column A. Make changes in the words wherever necessary.*

Example

The thief *disappeared* after stealing the watch.

(a) George *wanted to* _____ some money from the bank.

(b) The chief was _____ by the impolite behaviour of his officer.

(c) We _____ sweets to the guests who visited us on Christmas.

(d) The Prime Minister _____ that the country's problems can be solved only if we stand united.

(e) It was _____ at the meeting that we should all contribute towards the Drought Relief Fund.

I. Add one letter at the beginning of each of the following words and use them correctly in the sentences that follow. The first one has been done for you.

ruch, ire, cross, sleep, ons, our

(a) Do not *puch* the child. He may cry.

(b) _____ a cup of tea for me, please.

(c) The _____ resembles the rabbit.

(d) He is fast _____ do not disturb him.

(e) Nargis was _____ the road and met with an accident.

(f) He spoke in such a low _____ over the phone that I could not hear him.

Comprehension

A. Read the following.

Once upon a time a little boy who lived next door to a bear, and they played together every day.

They rode their bicycles together, and learned how to fly a kite together, and, as a special treat, they sometimes even stayed overnight at each other's house.

The little bear never stopped talking about the fun he had at the little boy's house, and the little boy talked about the bear's house morning, noon and night.

At [illegible] home [illegible] said it [illegible] [illegible] the middle of [illegible]

[illegible]

[illegible] mother [illegible]

[illegible] and opened the door for him.

But [illegible] the door [illegible] down [illegible] on the porch and [illegible]

Henry [illegible] said, 'Where are you going?'

[illegible] I'm going to your house [illegible]. Where are you going?'

To your house [illegible]

'I'd rather [illegible] house as fast as he could run.

The little boy hurried [illegible] and [illegible] the living room.

[illegible] 'Do you [illegible] your [illegible] little boy again?'

'Of course I do,' said his mother. [illegible]

[illegible] all [illegible] and [illegible] would [illegible]

Answer the following questions [illegible]

(a) Who was the 'little boy' [illegible]?
(b) Were [illegible] the [illegible] time [illegible]?
(c) [illegible] the third paragraph [illegible] 'Who do you think they talked about [illegible] they had?'

(c) Do you think the [illegible] boy [illegible] in [illegible] [illegible]? Why do you think so?

(d) Do you think [illegible] the [illegible] cup and [illegible]? Why do you think so?

(e) Why [illegible] he was [illegible] "Please [illegible] mother [illegible]" [illegible]

(f) When [illegible] in the [illegible] this story, the little boy did [illegible]. Why didn't he?

(g) In the [illegible] what do you think had happened to [illegible] bear? Was it similar to what happened at the little boy's home?

(h) The little boy and the bear [illegible] to [illegible] themselves and wanted to return home. Why?

(i) On returning home what did the little boy tell his mother? Why do you think the little bear didn't tell his mother?

(j) Did the little boy's mother want him back again? Do you think she really wanted him to go and live in the bear house?

(k) Do you think the little boy and the little bear [illegible] themselves and [illegible] in their [illegible] homes? Why do you think so?

Composition

1. *Can you complete the [illegible] story in a paragraph? You can use your own ideas or choose one of the suggested endings.*

Begin the story

There were three little sisters called ______ ______ and ______. They lived at the [illegible] [illegible] honey and were very sad. (Now continue [illegible])

Possible endings (choose one)

Suggestion 1

[illegible] decided to [illegible] the sisters [illegible] to [illegible] the [illegible]

[illegible]

Suppedum P

[illegible]

WORKSHEET 5

Usage

1 Look at these sentences:

(a) Jerome said, 'I am rather good at packing'

(b) Mary asked Jerome, 'Do you want to repack?'

In these two sentences we have two ways in which we report what someone said. Here the words spoken are repeated exactly as they were spoken, and they are put inside quotation marks. This form of reporting is called *Direct Speech*.

Here is the other way of reporting the two sentences:

(a) Jerome said that he was rather good at packing.

(b) Mary asked Jerome if he wanted to repack.

In these two sentences the words spoken are not exact and exactly but are reported with some grammatical changes. These changes are in *Reported Speech*. Note these changes:

(i) In both the sentences, the quotation marks are removed.

(ii) In both the sentences the pronouns used in addition from first to third person. For example, 'I' and 'you' have changed to 'he'.

(iii) The tense of the verbs in the direct speech changes. For example 'am' becomes 'was' and 'are' becomes 'were'.

(iv) In the second sentence the conjunction 'if' has been used. In the second sentence the conjunction 'if' has been used.

2 Change the following into reported speech.

Example:

Jerome said, 'I am rather good at packing'

Jerome said that he was rather good at packing.

(a) Jerome said, 'I am looking for my toothbrush.'

(c) [illegible] George

(e) [illegible] said to Harry [illegible] boundary line

(d) Harry said to [illegible] I want to get [illegible] dangerous business

Rewrite the following sentences, each

(a) He said [illegible] to the election
Ushe said that he went to the cinema the previous night

(b) [illegible]

Vesna said that [illegible]

(c) [illegible] full of [illegible] *Amna said*

(d) I prefer [illegible] about [illegible] dancing, *Usha said*

(e) *Vesna said,* [illegible] especially the [illegible]

(f) [illegible] said

(g) [illegible] said, [illegible] my brother [illegible]

Here is a [illegible] be characteristic of a school debate

Teach [illegible] that [illegible] to [illegible] discipline [illegible] and that each [illegible]

Now pretend you are Mohabir and report the questions Moosa asked you.

(a) Is it fun to ride a bicycle?
Moosa asked me if it was fun to ride a bicycle.

(b) Do you ride your bicycle to school?
He asked me _____

(c) Do you take the bus to school?
_____

(d) Do you play football at school?
_____

(e) Do you paint at school?
_____

(f) Do you take part in debates at school?
_____

(g) Do you work every week?
_____

Vocabulary

6. In Workbook 2 we read how *nouns* are formed by the addition of a noun *suffix*. Here are some suffixes used for making nouns:

-dom	(free -freedom)
-ery	(brave -bravery)
-ity	(certain -certainty)
-y	(loyalty -loyalty)
-ion	(altered -alteration)
-al	(refuse -refusal)
	([illegible] -[illegible])
-ure	(close -closure)
-ence	(independent -independence)
-ed	(bury -burial)

Now make words from the following:

[illegible]	_____	marble	_____
[illegible]	_____	real	_____
[illegible]	_____	[illegible]	_____
[illegible] (adj)	_____	[illegible]	_____
[illegible]	_____	[illegible]	_____

dismiss	_____	remember	_____
ignore	_____	bake	_____
appear	_____	honest	_____
difficult	_____	please	_____
fail		equal	_____
assist	_____	cruel	_____
bring	_____	discover	_____
brave	_____		

7 Study the following sentences:

(a) George and Harris *looked for* the butter.
(*Look for* here means 'try to find'.)

(b) George, Harris and Jerome *looked at* the bracket.
(*Look at* here means 'see'.)

(c) George and Harris *looked up* the list of things they had to pack.
(*Look up* here means 'consult a reference'.)

Fill in the blanks in the following paragraph using 'look for', 'look at' and 'look up' correctly. Make necessary changes.

Florence and David got married recently. They are _____ a house to rent. David wants to _____ a house near his factory. Every day Florence helps him _____ the list of houses for rent in the newspaper. Sometimes they visit the Rent Controller's office to _____ the 'vacancy' list there. Then they go and _____ the vacant houses the next day. The houses they have _____ so far have not been comfortable. Let us hope they get a good house soon!

Spelling and Pronunciation

8. *Read these sentences.*

(a) Uncle Harris packed the jam on top of a tomato and *squashed* it, and they had to pick out the tomato with a teaspoon.

(b) 'And be *quick* about it!' added the Hatter.

(c) Alice always took a great interest in *questions* of eating and drinking.

Look at the word [illegible]

quoted [illegible] *and* [illegible]

Have you noticed that [illegible] followed by a vowel another [illegible] You may also have noticed that the [illegible] of the beginning of the word [illegible] English words, the qu is pronounced [illegible] and in *que* [illegible] *cinque* [illegible] *ou*

How would you pronounce the words?

quill	[illegible]	[illegible]
que	[illegible]	[illegible]
que	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

Comprehension

9 *Read the following*

Suppose diamonds were not so hard. Suppose they didn't cost much and almost everyone could have them. Would diamonds still be valuable?

Fortunately, rarity probably makes people still want to have diamonds. Gems, that is diamonds, the hardest of all substances, would still be rare. But if everybody had a diamond, that would not be beautiful. And so people would still want to have them.

When a diamond is found in rough form, its original appearance is quite dull. Now man takes over to make it into the sparkling gem we all know about. Most diamonds are sawed in two, and each half is then cut into a number of facets with the machine.

It is the facets that reflect the diamond. The average brilliant cut into fifty-eight facets or even more. These facets make a diamond sparkle.

It is said for the [illegible] that a diamond has a very high refractive power. It means that white light entering the diamond bends [illegible] than other substances do. The light instead of passing through the diamond is bent back more [illegible] some of it [illegible]

[illegible] diamond [illegible] the [illegible] of the [illegible] the [illegible]

[illegible] the [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible] [illegible]

(a) *Say whether the following statements are true or false (Write T or F in the box provided.)*

(i) Diamonds are [illegible] ☐

(ii) Diamond [illegible] [illegible] [illegible] people [illegible] them ☐

(iii) Even if diamonds were not [illegible] [illegible] people would still want to have them ☐

(iv) People [illegible] diamonds for their beauty ☐

(b) *Read paragraph [illegible] and complete the following table*

[illegible]	[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]	[illegible]

(c) *Read paragraph [illegible] and complete the following sentence*

(i) [illegible]

(ii) [illegible]

(iii) [illegible]

(d) *Read the last paragraph and complete the [illegible] table*

[illegible]	[illegible]
Before [illegible]	
[illegible]	[illegible]

Composition

10 A *Read the following points and complete your (1) in your own words in three sentences.*

(a) You have a bath so you begin your packing for a journey very late after the lesson.

(b) In your haste, you forget your water bottle and your ticket.

(c) You find an alarm clock new after two months. You rush to the station.

(d) You reach there to see that your train has started moving.

(e) You jump into the train and you tossed three of your bags after you. But the rest of your bags are still on the platform with the porter.

(f) The train gathers speed. (What happens then?)

B *Now rewrite these points in a letter to your mother. Your letter can contain two paragraphs. The first must be about why you were late in reaching the station, the second about what happened on the train. Begin the letter.*

1 Gurbakhsh Lal
Hostel
[illegible] 5, 1980

Dear Mother,

Here am, you see. I have arrived here at the [illegible]

(Now continue)

(And the letter)

With love

Your affectionately,

[illegible]

[illegible]

[illegible]

example

[illegible]

1. [illegible]
2. [illegible] death
3. [illegible]
4. [illegible]
5. [illegible] [illegible]
6. [illegible] [illegible]
7. [illegible]
8. [illegible]
9. [illegible]
10. [illegible]

[illegible]

example

[illegible]

(illegible)

1. [illegible]

suddenly she was _____

(a) hung up (b) [illegible] (c) [illegible] (d) cut off

2 Pushed [illegible] _____ [illegible] two [illegible] the morning.

(a) [illegible] (b) [illegible] (c) happened (d) [illegible]

3 Kop [illegible] have [illegible] _____ [illegible] for [illegible] today _____

(a) [illegible] (b) [illegible] (c) [illegible] (d) [illegible]

4 [illegible] the [illegible] and [illegible] confusion [illegible] _____

(a) [illegible] (b) [illegible] (c) [illegible] (d) [illegible]

5 [illegible] for [illegible] people, but recently he has been _____ time and [illegible] [illegible]

(a) [illegible] (b) [illegible] (c) [illegible] (d) [illegible]

Read the following passage carefully and then answer the questions given below.

All the housewives who went to the Kanpur's [illegible] market in Bangalore had one great ambition to be the lucky customer who did not have to pay for her shopping. For this was what the [illegible] had made the [illegible] promised. It said, however, that a [illegible] would be given to the [illegible] customer [illegible] goods. This may be your lucky day!

For several weeks, Mrs Rathwala spoke to many of her friends, to be the lucky customer. While her friends, she never [illegible] Her kitchen was full of [illegible] she [illegible] her husband failed to [illegible] her. She dreamed of the day when the manager of the supermarket would approach her and say, 'Madam, this is your lucky day! Everything in your basket is free.'

One Saturday morning, Mrs Rathwala prepared for shopping and at the supermarket, soon she discovered that she had forgotten to buy [illegible] so she rushed back, got the car and went towards the cash-desk. As she did so, she saw the manager of the supermarket come up to her. 'Madam,' he said, holding out his hand, 'I want to congratulate you!

[illegible]

[illegible]

[illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

[illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

[illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

[illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

[illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

6. [illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

7. [illegible]

(a) [illegible] ( )
(b) [illegible] ( )
(c) [illegible] ( )
(d) [illegible] ( )

8. [illegible]

(a) [illegible] ( )

(b) [illegible]

(c) [illegible]

(d) [illegible]

9. [illegible]

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) [illegible]

10. *[illegible]*

1. [illegible]

2. [illegible]

3. [illegible]

4. [illegible]

5. [illegible]

6. [illegible]

7. [illegible]

8. [illegible]

9. [illegible]

10. [illegible]

11. [illegible]

12. [illegible]

13. [illegible]

14. [illegible]

15. [illegible]

16. [illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

2. A Sasthi Brata became a shoeshine, *didn't he?*

Didn't he? is a tag question. A tag question is a type of question form which is added to a statement to draw our attention to the statement. Tag questions are usually used in conversation only. They are usually used by speakers to seek agreement.

Study the following five points.

(a) If the statement is in the affirmative, the tag is *usually* in the negative and *vice versa*.
Shovan Lal (to Sasthi Brata): "You *don't* live in Delhi, *do* you?"
Sasthi Brata (to Shovan Lal): "You *are* a shoeshine, *aren't you?*"
Shovan Lal (to Sasthi Brata): "You *can* speak English, *can't* you?"

(b) The subject of the tag is a pronoun and it is a substitute for the subject of the statement.
Shovan Lal is a shoeshine, isn't *he?*"

(c) The pronoun agrees with the number, gender and person of the subject of the statement.
Sasthi Brata was unemployed, wasn't *he?*
The *shoeshines* had a union, hadn't *they?*"

(d) The appropriate form of 'be' is used.
Shovan Lal: "You *are* unemployed, *aren't* you?"

(e) In the case of linking-verbs other than 'be' the appropriate form of 'do' in the statement is repeated.
The head of the Shoeshines Union *knew* a little English, *didn't* he?"

B. *Read this.*

The weather was nice last Sunday, and the Daru-walas went

[illegible] Nandi Hills, which is near Bangalore.

When they got there, [illegible] was empty. They said [illegible] lunch. They ate [illegible] potato sandwiches and [illegible]. They drank coffee and orange squash. Everything looked good and everything tasted good, too.

There were some monkeys on a tree near by. They were hungry, too. Hanuman gave sandwiches under the tree. The monkeys quickly ate them up. Then Mangu dropped some grapes under the tree. The monkeys ate them up, too.

The Darnwalas fed their friends and fed the monkeys.

Complete the tag questions and supply the correct short answers. The first one is an example.

(a) The weather was nice last Sunday, *wasn't it?*
Yes, it was.

(b) The Darnwalas went on a picnic _____?
_____

(c) Nandi Hills isn't near Bangalore _____?
_____

(d) The Darnwalas were hungry. _____?
_____

(e) They ate a big lunch, _____?
_____

(f) Everything tasted good _____?
_____

(g) The monkeys were on a tree _____?
_____

(h) They weren't hungry, _____?
_____

(i) Nargis gave the monkeys some grapes. _____?
_____

(j) The monkeys didn't like the food. _____?
_____

(k) The monkeys could eat a lot of food, _____?
_____

(l) The Darnwalas will visit Nandi Hills again _____?
_____

Vocabulary

3 *In the following passage the italicised words have not been appropriately used. Identify the words and those words which have been used in the past and replace them with the appropriate forms of the words.*

Example [illegible]

[illegible]

[illegible] the *[illegible]* education is that he did not [illegible] school. He [illegible] he was good at games, he [illegible] possession a burning *ambition* to [illegible] the army [illegible] persuasion his parents to [illegible] the [illegible] he [illegible] that he army would have just as *considerable* [illegible] from English to Hindi. [illegible] to have [illegible] the army. He [illegible] mathematics and his past [illegible] subject [illegible] But now I have received the *information* that [illegible] money and *collection* medals at [illegible] the *celebration* [illegible] money apart from [illegible] alone would [illegible]

4 Some words ending in 'ed' can function both as adjectives and as verbs. For example look at the way the word 'polished' is used first as a verb and then as an adjective in the following sentences.

Shoren has *polished* the floors [verb]

Shoren [illegible] me the *polished* shoes [adjective]

Given below are five words ending in 'ed' which can be used as adjectives and as verbs. Each word has been used in a sentence as an adjective. Make sentences using these words as verbs.

desired *moved* *disposed* *collected* *powered*

(adjective) A We came to a *desired* [illegible]

(verb) B _____

(adjective) A His face showed us that he was *moved*

(verb) B _____

[illegible] [illegible] at the [illegible]
[illegible]

[illegible] b.
[illegible] [illegible] the [illegible]

[illegible] b. ___
[illegible] [illegible] being in the madhouse.

[illegible] b. ___

Spelling and Pronunciation

5. *Read the sentence*

Shravan Kumar [illegible] might accept [illegible] the [illegible] one of them [illegible] patiently till he met them.

Look at the following pairs of words:

knew — new
one — won
mane — main

The words 'knew' and 'new' are pronounced alike. But their spellings are not the same and they have different meanings. Similarly, 'one' and 'won' and 'mane' and 'main' have the same pronunciation but different spellings and meanings. Such words can lead to errors of spelling. We have to study the situation carefully before we make the choice between two words that are spelt differently but pronounced alike.

In the following list, one word in each pair is missing. Fill in the blanks with the appropriate words. The first item is an example.

Example: blew — *blue*

groan ___ morning ___

cell ___ fare

[illegible] _____ [illegible] _____

[illegible] _____ [illegible] _____

[illegible] _____

Can you add to the list of words?

Comprehension

5 Read the following

People are amazed and delighted to hear parrots talk. But it seems that no one knows exactly how these birds are able to imitate human speech so well.

Some people think parrots can talk because of the structure of their tongue, which is large and thick. It may be that this kind of tongue does help a bird talk, but it cannot, on its own, say in order for a bird to be able to talk. Many 'talking' birds – such as mynas, crows and ravens – don't have large, thick tongues, but they do have such tongues – and can't talk!

Is it because parrots are more intelligent than other birds? This doesn't seem to be the reason either. As a matter of fact, most evidence shows that parrots and other talking birds do not realise the meaning of their own words. They do, however, seem to form definite associations between certain expressions and actions.

It may be that parrots can talk because their vocal mechanism and hearing work more closely than those of other birds. And probably the sounds made by human beings resemble the sounds naturally made by parrots, so it is easy for them to imitate them.

Parrots are rather remarkable birds in other ways, too. They can adapt their lives to practically any kind of living conditions. That is why, for example, sailors have long taken parrots along on their ships. And even though a parrot is a tropical bird, when it is captivity it can manage quite comfortably in a temperate and even in a cold climate.

Parrots are very brave birds and loyal to their kind. If a

[illegible]

[illegible]

(a) [illegible]

(b) You know that some people can imitate the sounds of other birds and animals. But what is amazing about parrots talking?

(c) What reason do some people give for parrots being able to talk as human beings do? (Find the answer in paragraph 2.) Name two other birds which have tongues similar to those of parrots. Can these two birds talk? How are these birds different from crows and mynas?

(d) Is it true that parrots are more intelligent than other birds? Do they understand what they talk? Are they able to relate words and actions? Would you consider this ability a sign of intelligence? Say why you think so.

(e) How then is it possible for parrots to talk? Give two reasons. Does the author feel certain about these two reasons? Why? Why do you think he sometimes uses quotation marks when referring to *talk*?

(f) Read the last two paragraphs and complete the following:

(i) One remarkable thing about parrots is that ____

____

(ii) Parrots can survive in temperate and cold climates even though ____

(iii) Another unusual thing about parrots is that ____

____

(iv) A [illegible] of [illegible] all [illegible] [illegible]

(v) Yet another [illegible] [illegible]

(vi) When [illegible] [illegible] [illegible] [illegible]

[illegible]

Composition

7 *Imagine that you are Savitri Bhatia. Write your petition as a shorthand in your own words in a letter in a clear hand. Your letter should have two paragraph*

Paragraph 1

How you met Shovan Lal

Hints Your need for money your hunger how Shovan Lal appeared on the scene what you suggested how Shovan Lal reacted

Paragraph 2

What Shovan Lal did to make you a member of the Shoe Shine Union

Hints Shovan Lal meetings with the Union what was said and decided there how money was collected for you

Use these hints to complete the letter below

Mankannady,
Mangalore-[illegible]
April 4 1981

Dear [illegible]

I had a wonderful experience in Delhi eight months ago. You see one day when I had no money, *(Now continue)*

Shovan Lal, my friend, agreed to help me. He

(Now continue)

Your loving friend,
Yours sincerely,

[illegible]

[illegible]

Drills

1 Some of these sentences above are incorrect in passive. Please identify, correct and [illegible]

(a) Here is a man who is a brilliant musical instrument

(b) It was an event that surprised the scientific world

(c) Boss now begins the work which has made him famous all over the world

The underlined clauses in the sentences above qualify the nouns (*man, event* and *work*) that go before them. They are called *Relative* or *Relative* clauses. Such clauses answer the question *which person?* or *which thing?*

Relative clauses are usually introduced by the relative pronouns *who, which, that, whose*. *Who/whom* is used to refer to persons, *which* to things and animals and *that* to things and animals as well as, sometimes, to persons.

Note *Whom* is rarely used in spoken English. It is used in formal written English.

2 *Read the following dialogue and fill in the break with* **who, which or that** *appropriately*

Surender I'm looking for someone _ _ _ buy coins

Surayya I've got a lot of friends _ _ _ _ collect them. Why?

Surender I want to sell a few old ones _ _ _ _ may be rare

Surayya Mr Fotaram is the only dealer I know _ _ gives good money for old coins

Surender Look, here's my collection. There are several _ _ _ _ aren't worth much

Surayya But these copper ones from China are really old

Surender A friend of mine _ _ _ saw them wanted to buy some of them

[illegible] Fish, don't sell them yet. You've got [illegible] two coins [illegible] make you rich!

3 Look at the examples

A A very famous [illegible] came [illegible] to us

B The person who [illegible] famous [illegible]

A Registered letters need special attention

B [illegible] that are [illegible] special attention

Now complete sentences B in each pair below, using who, that or which:

A A hungry boy stole the bread

B The person _____ was a hungry boy

A A rich family has moved into the new house

B The family _____ _____ _____ _____ rich

A One of Saraswati's friends speaks English very well

B Saraswati has a friend _____

A Retired sportsmen get financial assistance from the government

B Sportsmen _____ get financial assistance from the government

A One of our cats catches a lot of mice but the other doesn't

B We have one cat _____ and another _____

A You haven't answered this letter

B Here's a letter _____

A That man gave you some foreign stamps, didn't he?

B Isn't that the man _____?

4 *Combine each pair of sentences below so as to make one sentence, changing the italicised sentence into a relative clause. Examples*

(i) The young man is the school captain. *He was here a little while ago.*

The young man who was here a little while ago is the school captain.

(ii) *You borrowed a book from me.* You haven't returned it.

You haven't returned the book which (that) you borrowed from me.

(a) [illegible]

(b) [illegible]

(c) [illegible]

(d) The [illegible] *[illegible] Bengalee*

(e) *Mr. Shah made a speech* [illegible] with great attention

[illegible] study the following pairs of sentences

(c) A Person [illegible] should be heard

B Bose was born in a village in Bengal

(d) A The man *studying Bose's* [illegible] a famous scientist

B The man *studying Bose's* [illegible] a famous scientist

(e) A *Bose received two-thirds of the salary that was paid to a European professor*

B Bose received two thirds of the salary *paid to a European professor*

In each of the three pairs of sentences above, the relative clause in sentence A has been reduced to a phrase in sentence B. The reduction, however, has not affected the meaning of sentence A.

Rewrite the following sentences reducing the relative clauses into phrases or words

(a) *The man who is [illegible] is my uncle*

(b) The woman who is unlocking the office is Mrs Shah

(c) The boys who were in the field were playing hockey

(d) The cart which is loaded with fresh [illegible] belongs to the farmer.

(e) The scientist who was be[illegible] an American.

(f) The animal [illegible] by an

Vocabulary

6 *The italicised words in the following three passages are either nouns or adjectives. Read the passages and change these words, if necessary, from nouns into adjectives or from adjectives into nouns.*

Example The road was full of *rocky* (Wrong)
The road was full of *rock*. (Right)

(a) The road was full of *rocky* and the path was [illegible]. We had to force our *tiredness* muscles to move. This was more than we were *capability* of. But we knew that soon we would be *victorious*. Our escape from the *depthy* of the sea was *dramatic*. Soon we knew, we would get the *shortness* that we wanted.

(b) The *special* of the restaurant was an orange drink with a *unique* flavour. The sourness of the oranges was balanced by an *excessness* amount of sugar. There was besides a touch of the bitter taste of the orange. The restaurant was *famous* in the area and many people came from miles around to buy the drink and to find out how it was made. Some thought that the restaurant had a *machanical* which produced the drink in large quantities. Others felt that it was just one man who was *responsibler*. But no one had found out the secret.

(c) When we have to work, we grumble. But being *idleness* does not necessarily mean *happiness*. When we work

quickly and [illegible] *[illegible]* [illegible] [illegible] [illegible]

(c) What do you think was one of the conditions of the bet? Did Nasrudin satisfy the conditions? Do you think his friend was right in saying that he had won the bet? Why or why not?

(d) 'Nasrudin drew a deep breath and was about to accepted defeat quietly.'

(e) Why did Nasrudin's friends call his courtyard 'barn'? Was food served on it? How do you know?

(f) They started to argue about food. Why, Why and Nasrudin talk their way to kitchen discussion a compromise?

(g) Do you think the aphorism Nasrudin [illegible] was true? Why do you think so? What does it [illegible] the last paragraph refer to?

(h) Why do you think Nasrudin's friends did not [illegible] for you and [illegible] [illegible]?

4 comprehension

i. *Fill in the following gaps with appropriate phrases from the text.*

THE CRITICAL APPROACH

In a biographical reconstruction the critic [illegible]

[illegible]

It was [illegible]

[illegible]

Reed's theory was that [illegible]

[illegible]

WORKSHEET 9

Usage

1. Look at the following sentences

(a) Kezia *believes* that all fathers are cruel

(b) Kezia *thought* that she could make a pin-cushion

(c) It *seemed* that Kezia made a mistake

(d) She *hoped* that her father will be kind to her

(e) Kezia's mother *knew* that she had torn up the papers

In the above sentences the verbs *believe, think, seem, hope* and *know* are all followed by Noun Clauses beginning with *that*. It should be noted that the use of *that* is optional here. The model of the above sentences is

Subject + verb like *think* etc. + noun clause

Make three meaningful sentences from the table given below. Use the full stop and the question mark appropriately. Example

Do you *know* that they sell twenty kinds of ice-cream?

	believe		Layard lets the morning
	sense		there will be another solar eclipse
I	hope		there not much time
Do you	hear	that	the money belonged to the school
Herish	know		they sell twenty kinds of ice cream
And you	noticed		they stopped the construction of new roads
It	thought		Hanz writes poetry
	discovered		the price of vegetables will go down soon
	expect		

2. Study these sentences

(a) 'What will I do *if I have a nightmare*?' he [illegible]

(b) '*If you stutter like that* mother will have to take you to the doctor', father said

(c) '*If you're a good girl*, you can come down and look at father's book', mother said

The italicised clauses above express *conditions*. A clause of this type is called *Adverbial Clause of Condition* or *Conditional Clause*.

The conjunction *if* is generally used to express condition but condition can also be expressed by the use of *unless*.

Examples:

If Kumar doesn't obey orders, he will be dismissed.

Unless Kumar obeys orders, he will be dismissed.

Note: When *if* clauses and *unless* clauses refer to future time (e.g., *If you study hard*, you will be able to speak English very well soon) the *Present Simple* form of the verb is used in the clauses, *not* verbs with *will*, *shall* etc.

It would, therefore, be *wrong* to say

If you *will* study, you will be able to speak English very well soon.

The right sentence would be

If you study hard you will be able to speak English very well soon.

Rewrite the following sentences using unless in place of if.

Example

(a) *If* the price of bicycles does *not* come down I can't afford to buy one.

Unless the price of bicycles comes down, I can't afford to buy one.

(b) *If* the weather permits, we shall play football tomorrow.

Unless the weather prevents, we shall play football tomorrow.

(c) 'If it will be light tomorrow it will do not rain.

(d) If you are not hungry, you need not eat now.

(e) Father advice to visit foreign countries if they have money for it.

(f) If Bayong speaks well, he will win the debate.

(e) If you do not take [illegible] you will [illegible] for the [illegible]

2. Express the meaning of each pair of [illegible] in one sentence. You can do this by [illegible] the [illegible] Conditional Clause and [illegible] Examples:

(i) Nairen should [illegible] (if)
If Nairen does not [illegible]
(ii) [illegible]
[illegible]
Unless [illegible] will [illegible]
(iii) [illegible]
(iv) [illegible] must [illegible]
[illegible]
(v) [illegible]
[illegible]
(vi) [illegible]
[illegible]
(vii) [illegible] not [illegible] chocolate [illegible]
[illegible]

Vocabulary

4. [illegible] Cross off the word which does not belong to the group.

Example:

[illegible]

(a) father, mother [illegible]
(b) [illegible]
(c) [illegible]
(d) [illegible]
(e) [illegible]
(f) [illegible]

5. Fill in the blanks [illegible] form of the verbs given in brackets [illegible]

Example

[illegible]

[illegible]

[illegible]

[illegible]

8. *Read the following*

If you want to know about the earth's shape, all you have to do is to send a rocket up in space and take some photographs. The results of such ideas developed over the last 3000 years. Three thousand years ago the earth was pictured as an island, supported by pillars. Above it rested a bell. Over the earth was the bell of the heavens in which the stars were arranged, and over all the sun made its dail, journey.

Sailors however began to realize that a particular ship appeared gradually above the horizon, first topsail being seen first. Again travellers reported that as they travelled northward the North Star appeared higher in the sky and some southern stars disappeared from view. By the time of Pythagoras (about 530 B.C.) these observations were being explained in terms of a round earth.

When the earth passes between the sun and the moon, the shadow of the earth falls on the moon. It was noticed that the shadow during such an eclipse was curved.

Although astronomers and other scientists could accept the idea of a spherical earth, common sense told most people that it was flat. The idea of some people at the other end of the earth walking about upside down underneath our feet is not an easy one to accept. When Columbus sailed out into the Atlantic and returned safely, many intelligent people were surprised that he had not fallen over the edge of the flat earth. In the 16th century Magellan and Drake who were by then sure that the world was in fact a sphere, completed voyages round the world by travelling west.

Today, we fly across the earth, measuring its size and shape. Aircraft fly regularly from America to Europe over the North Pole. Submarines move under the Arctic ice. The flat Earth Society is still in existence, but it looks rather as if the round earth believers have the strongest case!

Complete the following by choosing the correct answer under each. Tick your choices in the boxes provided.

(a) When the earth is [illegible] the moon [illegible] the sky it looks like

(i) a sphere [ ]
(ii) a flat piece of [illegible] [ ]
(iii) an [illegible] [ ]

(b) Three thousand years ago people believed that the earth

(i) [illegible] [ ]
(ii) [illegible] [ ]
(iii) [illegible] [ ]

(c) Three thousand years ago people also believed that the sun was

(i) [illegible] [ ]
(ii) [illegible] [ ]
(iii) [illegible] [ ]

(d) Sailors [illegible] the tops of approaching ships [illegible] because

(i) [illegible] [ ]
(ii) [illegible] [ ]
(iii) [illegible] [ ]

(e) Travellers [illegible] northwards reported that

(i) [illegible] [ ]
(ii) [illegible] [ ]
(iii) [illegible] [ ]

(f) When the earth [illegible] between the sun and the moon we have

(i) an eclipse of the sun [ ]
(ii) an eclipse of the earth [ ]
(iii) [illegible] [ ]

(g) Scientists could believe that the earth was round because

(i) [illegible] [ ]
(ii) [illegible] [ ]
(iii) [illegible] [ ]

(h) It was hard for most people to believe

(i) [illegible] [ ]

(ii) that Columbus would reach the coast of the [illegible] [ ]
(iii) that Magellan and Drake had travelled west [illegible] [ ]

(c) The Flat Earth Society still exists even today

(i) there are aircraft, ships and [illegible] today [ ]
(ii) modern science has proved that the earth is round [ ]
(iii) there are [illegible] round earth believers [ ]

(d) The authors are trying to point

(i) that flat earth believers [ ]
(ii) that 'round earth' believers [ ]
(iii) neither the 'flat earth' believers nor the 'round earth' believers [ ]

Composition

1. Who do you admire the most?
   What does he/she look like?
   Why do you admire this person?

Write two or three paragraphs on the person you admire the most, using the following notes.

Paragraph 1 — Who is he/she?
What does he/she look like?
Is the person happy? tall/short? funny/sad?
What is his/her face like?
What are his/her eyes, mouth, cheeks, lips like?
How does he/she walk?
What clothes does this person usually wear?

Paragraph 2 — How does he/she laugh?
Is he/she kind? Happy? Friendly?
Is he/she understanding? Loving?
Is he/she full of fun? Quiet?
(Add more qualities as they occur to you.)

[illegible]

[illegible]

[illegible]

Part 1

(a) [illegible]

[illegible]

(b) [illegible]

[illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible]
5. [illegible]

II. [illegible]

[illegible]

[illegible]

But on the bank [illegible]

Example

[illegible]

[illegible]

1. [illegible]

[illegible]

2. There was a big _____ of people waiting for the bus.
   They got into a _____ [illegible] people matter
3. In my _____ India is a [illegible] country
   When you _____ it from here the [illegible] is beautiful
4. It was difficult for me to _____ my brother in the crowd
   The Chief Minister visited the _____ where the trouble began
5. Dr Pun asked the patient to _____ his health carefully
   We now have a policeman to keep _____ on the street and prevent more thefts

III. *Fill in the blanks in the following sentences choosing the right word from the brackets*

Example

The government is thinking of setting up a *dairy* (diary/dairy) in our town.

1. It is safer to pay by _____ (check, cheque) than by cash
2. Mother Teresa received the Nobel _____ (price, prize) for her outstanding services to the poor
3. 'Amrutanjan' is a good _____ (balm, bomb) for colds and aches
4. Most of the buildings here are built of brick and _____ (mary, mortar)
5. As the _____ (machine, mission) is out of order, I have not been able to do any work today.
6. The _____ (whether, weather) is bad the plane may not take off today
7. Though he died the previous night the news of his _____ (disease, decease) was known only the next day
8. Gulzar's irregular eating habit have had a bad _____ (affect, effect) on his health

IV. A. *Pick out the word from each of the following groups of words which does not belong to that group. Write the word in the brackets provided*

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

6. [illegible]

1. [illegible]
2. [illegible]
3. [illegible]
4. [illegible] to the [illegible] of [illegible] parents
5. The President gave his [illegible] to the Constitution amendment bill.

7. [illegible]

Even though the modern Olympic Games are patterned on those held in ancient times, there are many important differences.

The games are still held every four years, as in ancient times. In those days wars were stopped so that the games could take place. But in 1916, 1940 and 1944 they were not held, because of World War I and World War II.

The original Olympics were always held at Olympia, Greece. But the modern Olympiads are held in different cities of the world.

The earlier games were open only to Greek citizens and [illegible] from Mediterranean countries. The modern games are open to all nations to compete.

Another big difference is that events for women have become a major part of the modern games. And the female winners receive the same honours as the men who win.

In the ancient games there were honours for cultural achievements. Modern competition is almost entirely athletic. Many of the contests held in the modern Olympics

were unknown in early times. These include horse and boat racing, football, basketball, tennis and cricket and water polo.

One of the most popular events of the modern Olympics is the marathon. This very long race is a test of over an open course is the supreme test of human endurance. The marathon was not a part of the ancient Olympics although it originated in Greece.

And finally, a more recent development in the Olympics are the winter games, which were started in 1924. They are held separately from the summer games but in the same year. The winter Olympics provide competition in skiing, speed and figure skating, ice hockey, and sleigh racing. Such cold weather sports could never have developed in the warm climate of Greece.

A. *Complete the following by choosing the most appropriate answer under each.*

1. The original Olympic games and the modern Olympics
   (a) have nothing in common
   (b) have something in common
   (c) have a great many features in common
2. In ancient Greece the Olympics were held
   (a) every four years
   (b) between wars
   (c) only when there were no wars
3. Modern Olympiads are often not held
   (a) every four years
   (b) if there are any wars
   (c) if there are major wars
4. In the modern Olympics, successful women participants
   (a) are not given any prizes
   (b) are given prizes different from those given to the male winners
   (c) are given prizes similar to those given to the male winners
5. The ancient Greeks did not have games like the Olympics because

[illegible]

[illegible]

6. [illegible] *[illegible]*

1. [illegible] ( )
2. [illegible] ( )
3. [illegible] ( )
4. [illegible] ( )
5. [illegible] ( )
6. [illegible] ( )
7. [illegible] ( )
8. [illegible] ( )
9. [illegible] ( )
10. [illegible] ( )
11. [illegible] ( )
12. [illegible] ( )

[illegible]

[illegible]

[illegible]

(b) *Why* you don't like it. You need give only 2-3 reasons, but *think carefully* before putting them down. Your reasons must sound convincing.

Now organise your ideas and write them down in two or three paragraphs.